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ABSTRACT

An activity unit for teaching students to identify and use imagery in writing is presented. Instructions to the teacher for introducing the unit are given along with a list of student objectives and definitions of imagery terms. The activities, some of which involve using locally available audiovisual media, include four introductory activities, four practice activities, and two evaluation activities. Fourteen attachments are included. The first ten attachments, which can be photocopied or used as transparencies to supplement the lesson, include an excerpt from a story which uses imagery; a definition of imagery; and examples of kinesthetic, olfactory, visual, auditory, thermal, and tactile imagery. The remaining attachments provide four student exercises in imagery identification and imagery writing. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

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IMAGERY

activity guide

CS007376

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AREA EDUCATION AGENCY 7

Cedar Falls, Iowa

Document title: Imagery

Author(s): Karen Acton and Judy Griffith

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Teacher Center Director - Diane Gibson, Ed. D.

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I M A G E R Y

RATIONALE (may be used as an introductory mini-lecture)

Before introducing this unit, it would be helpful for the teacher to find several examples of strong imagery to read aloud to the class. Students might also be asked to bring examples of writing which makes them feel or visualize strongly. We have included a non-copyrighted excerpt from a student story, as well, and we would like to suggest an inductive approach to the unit. It would be helpful if a transparency were made of this excerpt or others used.

"Laura scrambled through her purse to find the money. She was positive she wouldn't be able to keep this castle she had inherited for she wasn't a person of great wealth. But it wouldn't hurt for her to at least take a little vacation in it. After all, after her grandfather passed away, he had even left her enough money for a round-trip ticket from the United States to Ireland.

The taxi pulled away and the exhaust scratched her throat. The huge gate was heavy and it took a lot of her strength to pull it open. As it creaked and groaned she felt a tingle go up her spine. There was a musty smell in the air. Monstrous trees hung to the ground near the doorway. The castle was made of slowly deteriorating stone. Cracks crept up the walls like an overhead view of a river with all its tributaries. The door-knocker was a brass lion's head tarnished with age. Laura picked up the ring and whacked it a couple times. As she waited she noticed the sky was getting dark as dusk was approaching. There was a click on the inside of the castle, then the door shook. A monent later it swung open and a gentleman of about fifty stood in front of her holding a candle."

(excerpt from <u>The Gold Medallion</u>, by Charlotte Payne, West High, reproduce attachment #1 as a transparency).

Read the first paragraph aloud.
"Describe the castle."
"Describe how you would feel in Laura's Place."
Read the second paragraph aloud.
"Now, how do you see the castle and how would you feel?
"What makes the difference from your first impression?"
Now show the transparency and have students:
Identify specific descriptive words and phrases.
Name the senses which are appealed to.
Try to find <u>reasons</u> for the author's word choice. (create mood, suspense, interest and richness)

UNIT OBJECTIVES: Imagery

The students should be able to:
define imagery
list, spell, and define six types of imagery
recognize examples of imagery
understand the purposes of imagery
create original examples of imagery using feagures of speech.

IMAGERY TERMS

Imagery: Written presentation of a sensory experience.

Visual: Images appealing to sight, such as color, size, or shape.

Tactile: Images appealing to touch, such as texture.

Olfactory: Images appealing to taste and smell.

Kenesthetic: Images appealing to an awareness of the body's movements, internal and external.

Auditory: Images appealing to hearing.

Thermal: Images appealing to the awareness of temperature.

Simile: A comparison of two unlike items using <u>like</u> or <u>as</u>.

Metaphor: An implied comparison of two unlike items.

Personification: A comparison of a non-living item to a living being.

Activity Guide: Imagery

A. Introductory Activities (Complete all activities

1. Copy unit objectives.
2. Write definitions of types of imagery from transparencies (attachments 2-10).
3. View the film "The Write Way" (AEA-7, 1994)
   After viewing and discussing the film, write down and turn in five things you have heard people say which would cause them to disappear.
4. Write definitions of figures of speech (simile, metaphor, personification).

B. Practice Activities (Complete one and two, plus one more)

1. Identify the types of imagery in a series of sentences. (Imagery Identification, attachment #11).
2. Complete Imagery Exercise I or Imagery Exercise II. (attachments #12 and #13).
3. Complete one of the following media activities: (You will need a filmstrip viewer and cassette player.)
   A. "Images and Imagination: Seeing Creatively" (AEA-7, 6346)
      View one of the four filmstrips.
      Answer the "Language Arts" questions in the quide that comes with the kit. (Answer any three)
   B. The Poetic Experience" (AEA-7, 6385)
      View one of the filmstrips. Write, in your own words, seven of the most vivid images you see.
4. Compose a collage of pictures representing one type of imagery. Because you will use pictures, your collage will be visual, so choose pictures which emphasize another type of imagery as well. For example, all your pictures might be of things which would be smelled and/or tasted (olfactory).

C. Evaluation Activities (Complete one)

1. Complete Imagery Assignment #3 (attachment #14)
2. View and listen to "Sites and Sounds of Historic Iowa" (AEA-7, 6624). Use filmstrips 2 ("Listen to the Land") or 4 ("From Many Roots").

   Write six sentences describing six images from the filmstrip.
   Use each type of imagery once. You may have to stretch your imagination if one or more types of imagery is not used directly.
   Label each sentence according to type of imagery.
   Revise any three of these sentences so you have one simile, one metaphor, and one example of personification. (Label each).

Exerpt from THE GOLD MEDALLION

Laura scrambled through her purse to find the money. She was positive she wouldn't be able to keep this castle she had inherited for she wasn't a person of great wealth. But it wouldn't hurt for her to at least take a little vacation in it. After all, after her grandfather passed away, he had even left her enough money for a round-trip ticket from the United States to Ireland.

The taxi pulled away and the exhaust scratched her throat. The huge gate was heavy and it took a lot of her strength to pull it open. As it creaked and groaned she felt a tingle go up her spine. There was a musty smell in the air. Monstrous trees hung to the ground near the doorway. The castle was made of slowly deteriorating stone. Cracks crept up the walls like an overhead view of a river with all its tributaries. The doorknocker was a brass lion's head tarnished with age. Laura picked up the ring and whacked it a couple times. As she waited she noticed the sky was getting dark as dusk was approaching. There was a click on the inside of the castle, then the door shook. A monent later it swung open and a gentleman of about fifty stood in front of her holding a candle.

Charlotte Payne

Imagery

IN LITERATURE-

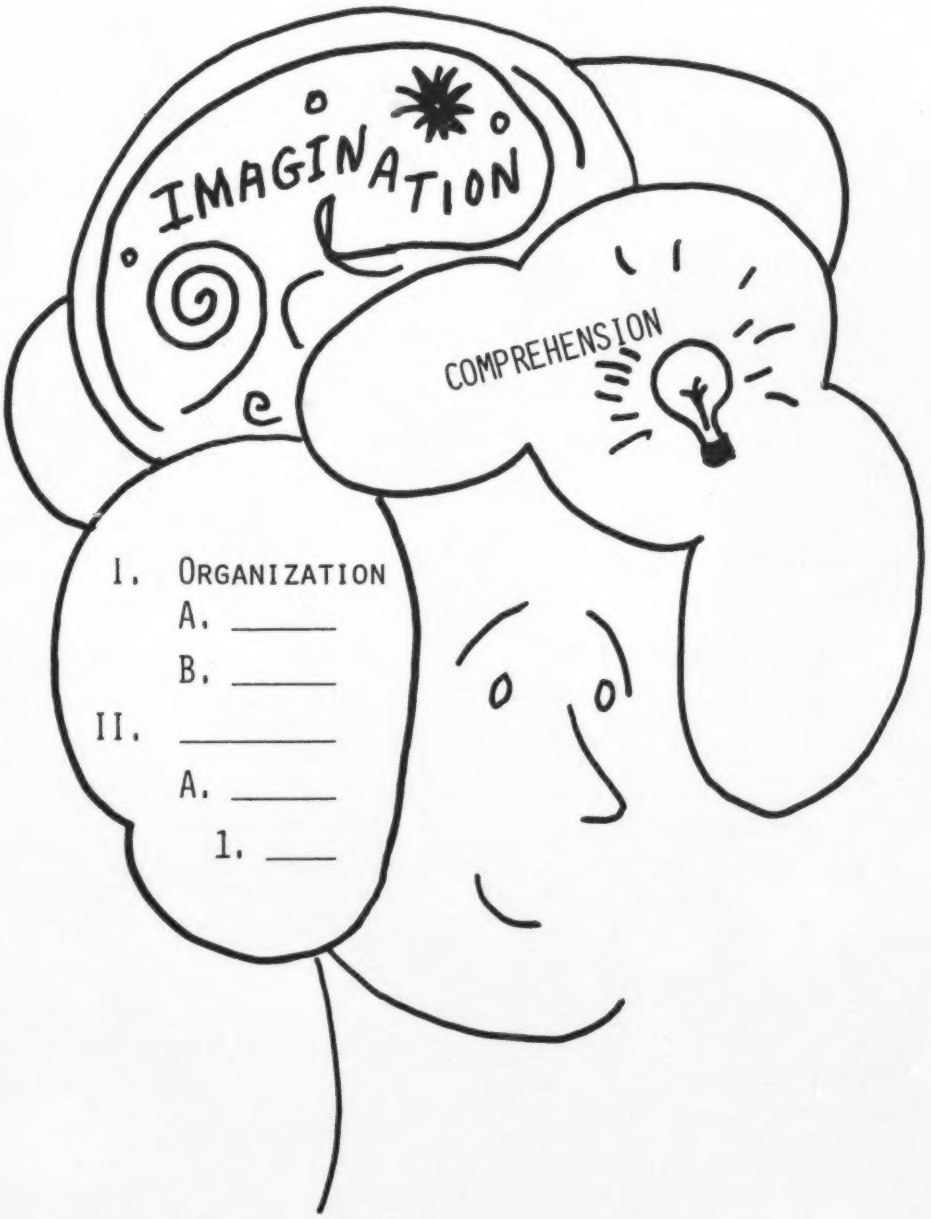
-A WRITTEN PRESENTATION OF A SENSORY EXPERIENCE.

THE MARTIANS HAVE LANDED!

OCTOBER 30, 1938

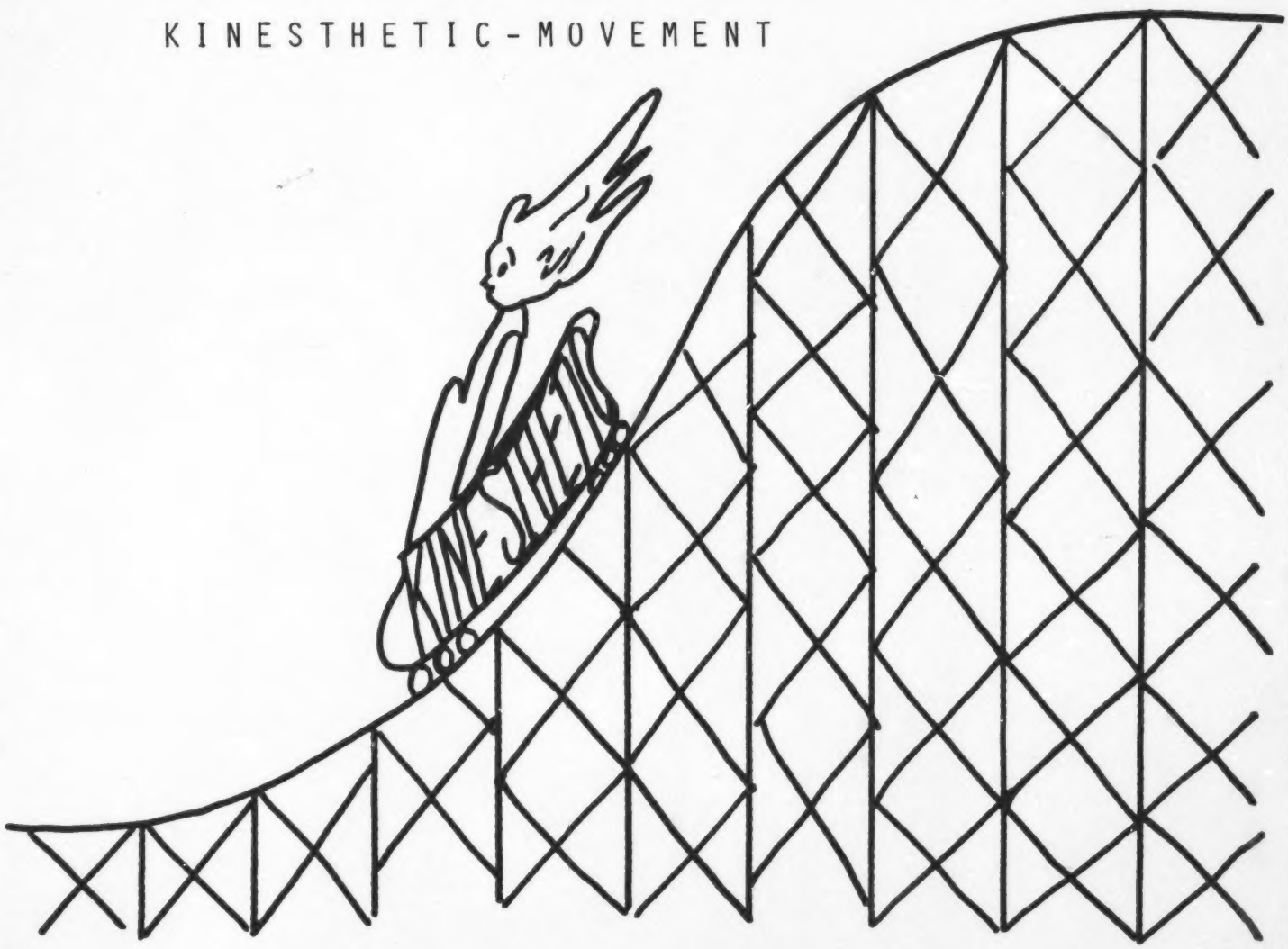
ORSOR WELLES READS "WAR OF THE WORLDS" AND THE ENTIRE EAST COAST OF THE U.S. PANICS.

IMAGINATION IS A POWERFUL FORCE.



IT TAKES ALL THREE TO READ WELL AND TO ENJOY READING.

KINESTHETIC-MOVEMENT



"THE CONSTANT GENTLE SWAYING OF THE BOAT ROCKED HIM INTO SEA-SICKNESS"

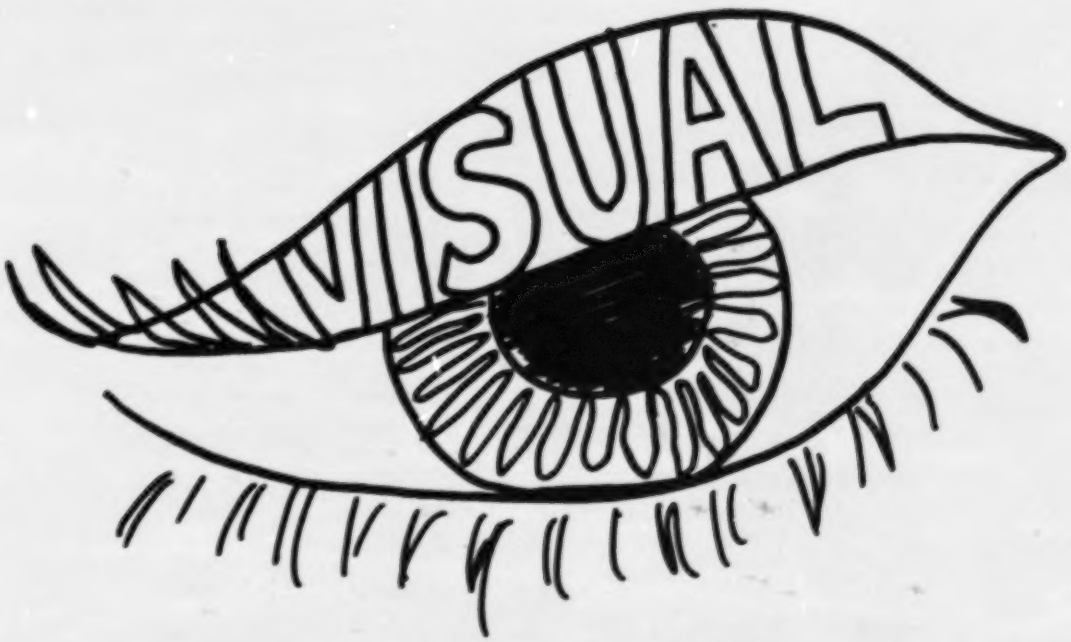
"... JERKING CRAZILY OVER THE RUTTED BUMPY PATH."

OLFACTORY - SMELL AND TASTE

"..." AS THE PUNGENT ODOR OF BURNING LEAVES FILLED THE AIR."

"THE WARM WELCOMING SCENT OF FRESH-BAKED BREAD WAFTED DOWN THE HALLWAY."

VISUAL - SIGHT



"... ROSY PINK OF CHERRY BLOSSOMS."

"SPARKLING WHITE FIELDS OF NEW SNOW..."

AUDITORY - HEARING

"... THE SIBILANCE OF FEET ON PLUSH CARPET."

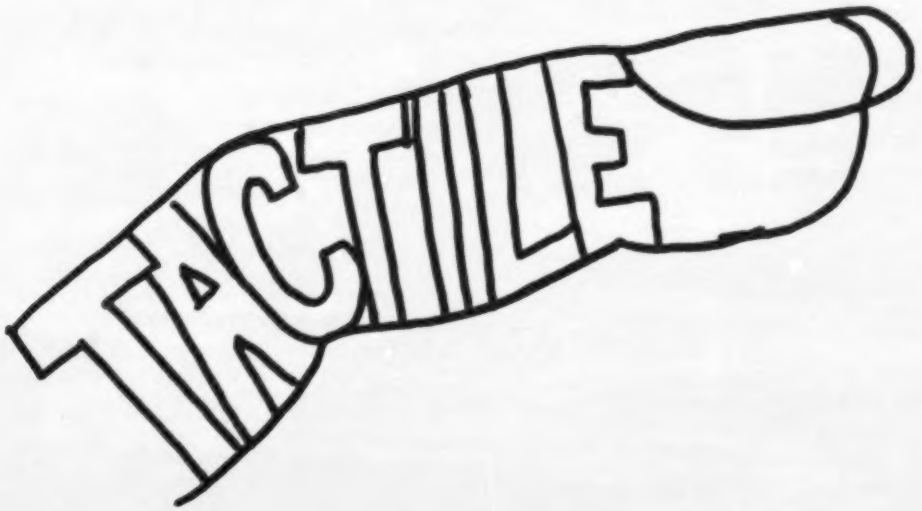
"BELLOWING FOGHORNS ECHOED UP AND DOWN THE ROCKY COAST..."

THERMAL - HEAT AND COLD

"... ICY COLD STREAM NUMBED HIS TOES."

"SWELTERING IN HEAVY BLACK GRADUATION GOWNS..."

TACTILE - Touch



"... THE SOFT FURRY KITTEN."

"THE SLIMY EARTHWORM SQUISHED UNDER MY FOOT AND OOZED UP BETWEEN MY TOES."

IMAGERY IDENTIFICATION

Write the dominant type of imagery in each of the following sentences. (Use words from the imagery terms list). Also wrtie the words which create the image.

1. Screaming hoarsely, the delegates noisily celebrated a chaotic end of the convention.

2. Intense scorching sunshine baked the hatless spectators.

3. Kim felt, rather than heard, her stomach rumble and sensed the rising pressure which foretold a loud and embarassing belch.

4. As he lay near the open window, the scents of corn pollen, new-mown hay and cool damp earth wafted from the dark Iowa fields.

5. The street rod flashed in sun, shooting tiny silver explosions from its metallic flake paint.

6. Fear ran down her spine like an icy stream, chilling her entire body.

7. Thick sofy upholstery embraced him as he sank back into the mothering softness of the velvet plush beanbag.

8. Panting, lungs heaving, she broke into her "kick" and forced her legs to pump faster toward the finish line tape.

9. The television set glowed and grinned in the darkness, tempting me away from my homework.

10. Fresh juicy peaches slid down the sides of the sweet mound of vanilla ice cream.

Extra Credit: Identify examples of simile, metaphor and personification in ten sentences above.

IMAGERY EXERCISE I

Carefully read over the following list of words and after each word write the sense that it best describes to you with the exception of sight. Do not use the visual sense. Pick from the other 5 most common ones.

1. burning leaves
2. oysters
3. crowd of people
4. watermelon
5. baby
6. baseball game
7. rotten eggs
8. metal
9. chalk
10. pine trees
11. cattle barns
12. french fries
13. fresh mowed hay
14. ice cream
15. cactus
16. warm beer
17. cotton candy
18. fog horn
19. lilacs
20. siren

After you have written the sense, go back and pick 10 of these words and write one complete sentence (meaning with a subject and verb, capitalization at the beginning and proper punctuation at the end) using the imagery identified to describe it.

Example: Fire

hear - We could hear the crackling of the fire as another log was thrown on.

touch - As I moved closer to the fire the heat from it warmed my cold body.

smell - She could smell the aroma of the burning pine as she approached the fire.

Now write 10 complete sentences showing good imagery.

Attachment #13

IMAGERY EXERCISE II

Name_____

INCREASE THE SENSE OF MOTION

When we write about situations involving people or animals or machines, we find that we need to use words and phrases that will describe motions and activities. Usually, the more violent the action, the more motion words are required. These words increase the effect of motion. One of the main purposes of every writer is to make the reader feel and see closely what is being described. If a motion is to be clear in the reader's mind, the words used to describe it must tell not only what happened, but also exactly how it was done. Exact words must be chosen with care.

(1) The number of specific words each of us has in our vocabulary is surprising; it is even more surprising how rarely we use them. We frequently chocse words like talk, walk, and run to describe common actions. But these words tell only what people do. The general word talk is a poor substitute for specific words like holler, shriek, sputter, mutter, stammer, explode, sneer, snort, mumble, and grumble. There is better sense of motion given the reader with specific words. List as many specific words or phrases as you can that would be descriptive of the general words walk and run. Choose words that describe the motions exactly. Please write on the back of this sheet.

(2) Increase the sense of motion in the bare statements that follow. Try to make the reader see and feel the motion vividly. Use words that tell how the actions were done. Put all four statements into one sentence if you wish. Choose any situation you dream up.

The girl jumped. She landed. She got up. She ran.

EXAMPLE: The girl tensed every muscle and leaped, straining for the opposite edge of the crevice . . . .

(3) Our language is rich in words that give a sense of motion. Words ending in -ing are important motion words. Sometimes words ending in -ing are used to place several related actions within a single sentence. The following example relates to all the motion words to one action: "Straining, quivering, and shuddering as it climbed, the old plane took a long time to gain altitude." Combine the following short statements into one sentence by using -ing words to express much of the action. Put the statements in any order you prefer.

The two cats tore at each other. They yowled. They bit. They clawed.

(4) Write five sentences of your own in which you use -ing words to describe motion. Here are some topics you might use:

a. an injured bird
b. a train pulling into a station
c. a fire in a back yard
d. a tree in the wind
e. a kitten at play

IMAGERY EXERCISE III

Find and copy one example of each type of imagery from you reading book.

Put each example in quotes, lable it with the type of imagery, underline the words which create the image, and state the page number.

If you cannot find an example in your book, write an original example which fits with the story. Label it with the type and underline the descriptive words you used.

Whenever possible, label your examples as simile, metaphor, or personification.

When you are through, you should have six labelled and underlined sentences.

You may do more for extra credit.

Note the title, author, city, publisher and date of your book at the end of you assignment.